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ABSTRACT

This report defines problem areas of museum-school cooperation, suggests an ideal relationship, offers solutions, and describes art curriculum projects presently underway. Written as a vehicle of articulation for museum educators, further study is urged of the relationship between schools and museums in the area of curriculum development. The bulk of the report provides summaries of 47 grade K-12 projects in 11 states. Each project summary lists the name of the project, grade level, curriculum area, funding source, and comments, including the name of the school contact person if known. Projects described include analyses of art materials for school use, analyses of museum objects on loan to teachers or students, descriptions of distribution systems of the various state arts councils, and descriptions of specific classwork and homework programs. Names, titles, institutions, and addresses of report contributors are included in the document. (Author/DB)

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REPORT

PHASE ONE COMPLETE

FROM: Curriculum Development Task Force as established at the 1976 A.A.M. annual meeting, Washington, D.C., June 3.

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TO: Bonnie Pitman-Gelles, Chairperson, A.A.M. President's Commitee on Education

DATE: September 1, 1976
St. Louis, Missouri

SO 009 508

ABBREVIATIONS USED IN THIS REPORT

AAM	American Association of Museums, Washington, D.C.
BMAEC	Birmingham Museum Art Education Council, Alabama.
CAA/M	Cranbrook Academy of Art/Museum, Michigan.
CAM	Cincinnati Art Museum, Ohio.
CER/SL	Cultural Educators Roundtable of St. Louis, Missouri.
CGFA	Columbus Gallery of Fine Arts, Ohio.
CMA	Cleveland Museum of Art, Ohio.
FM	Field Museum, Chicago, Illinois.
IMA	Indianapolis Museum of Art, Indiana.
MIA	Minneapolis Institute of Arts, Minnesota.
MPM	Milwaukee Public Museum, Wisconsin.
NOMA	New Orleans Museum of Art, Louisiana.
NSMP	Nebraska State Museum and Planetarium, Nebraska.
OSV	Old Sturbridge Village, Massachusetts.
PMA	Philadelphia Museum of Art, Pennsylvania.
SLAM	St. Louis Art Museum, Missouri.
SLMSNH	St. Louis Museum of Science and Natural History, Missouri.
SMFA	Springfield Museum of Fine Arts, Massachusetts.

Appendix I: Lists the names and titles, institutions and addresses of those who contributed to this report.

Appendix II: Lists the curriculum development projects.

Introduction

The purpose of the Curriculum Development Task Force is to articulate some of the curriculum projects and concerns of the recent past or in progress due to cooperation between schools and museums. This articulation is of three kinds: suggestions as to an "ideal" or preferred relationship, problems encountered, and descriptions of some projects (brief, see Appendix II).

Within the framework of such an articulation several other issues come to the surface: location of initiative, funding resources used, implications of the knowledge acquired about the process, and a better working definition of curriculum development as a process. Following also from such considerations are specific areas of study that should be undertaken to articulate the process of the relationship between the museum education professional and the school education professional, defining probelm areas more exactly and with problem solving solution strategies suggested.

The thrust of this report, therefore, is to urge more careful study of the process of the relationship between schools and museums when it comes to curriculum development. As one participant in this report suggested, many times museums are hampered in good educational programs because it is sometimes necessary to be confined by a school curriculum which is unimaginative, which in turn implies questions as to the origination and evaluation of curriculum as well as the process of developing the skills to develop the process as such.

The immediate function for this report is a response to a National Institute of Education (N.I.E.) study: Current Issues, Problems and Concerns in Curriculum Development, January 15, 1976. N.I.E., although asking for input from numerous educational organizations, no where sought input from museum educators. Yet museums have always contributed to curriculum design furnishing text book illustrations, field trip experiences and resource locations for classroom materials and career education. This report is meant to begin to fill the vacuum in the N.I.E. report regarding museums and the process of curriculum development, both by calling the attention of N.I.E. to this lacuna and by articulating the concern of museum educators who are part of the current process of curriculum development in their various localities.

Definition

The Process of curriculum development, if defined solely within the walls of formal educational institutions, can become complicated and overlaid with terminology, behavioral objectives, inputs, outputs, etc. When the process includes non-school institutions, however, it becomes the working relationship between the schools and the non-school institutions. Therefore, for all its apparent weaknesses, and because of the restricted purpose of this report, curriculum development as a process is defined for this report as all activities developed by active collaboration among school curriculum people and museum education people, be they teachers, consultants, administrators, or any thing else.

The "Ideal" or Preferred Collaborative Relationship

All participants in this report are museum staff members engaged in what is generically termed museum education. Many of these participants taught on the elementary or secondary levels before becoming museum staff, but the presence of some knowledge of normal school operations can be presumed. In nearly every case, the major fact that would make the "ideal" possible to the minds of the museum educators is simple: institutionalized, down-to-earth communication and discussion. By comparison the need for more funding was mentioned only three times--not because museum educators are sufficiently well-heeled as to need no additional funding, but because even with the restricted funds currently available more effective communication would make possible more effective use of the museums' resources. Without consistent and functional direct communication, museum educators quite apparently feel like they are spinning their wheels.

The second most often stated requisite for an "ideal" relationship is staff, both in the museum and in schools. Once stated, this must be immediately qualified: not more staff but rather staff with imagination and training. Somehow museum staff and school staff need to receive common methods courses such that each understands the other's world, and that each has some experience in team work relating curriculum to real school situations and real museum situations. The suggestion was made of staff interchange between schools and museums such that staff of one institution work in the other institution in a programmed way for a stated period of time. Another suggestion went so far as to state the need for minimum certification standards in each state for teachers similar to the standards required for research knowledge in the use of libraries, but including museum expertise at the same time. After all, is not the process of using a library analogical to the process of using a museum. Along the same lines, a further suggestion proposed workshops for museum staff given by school people, since currently many museums give workshops for teachers.

The third most commonly mentioned requisite featured materials development. It is necessary to develop educational materials

that are truly related to museum collections and are truly useful to teachers in schools. Curriculum objectives need to be known far enough ahead of time for the museum to produce what is useful for that curriculum. Museum educators are not given sufficient lead time to budget, design and produce the materials requested. It is not that museum materials are not used, but that they are not up to objective quality due to the lack of lead time.

The remaining several items, such as funding, more staff, more classroom and education space in museums, etc., were all seen as functions of the above three. And, to repeat, central to the entire discussion was the refrain of the need for a "colleague" relationship between school and museum educators.

Problems in Current Curriculum Development Projects

All the metropolitan museums echoed a major concern: too many school boards and districts. Some way of persuading the schools to work with each other as they work museums is a major problem. Coupled with this is the need for sustained funding. Reflecting the basic economic instability of all educational institutions, museum programs with schools are subject to what seek like whimsical allocations of funds for successful programs. No agreed upon means of judging the success of museum programs vis-a-vis dollar cost as against other programs is a major issue.

The need for time, especially lead time, was echoed by many museum educators. The information management process within the schools in relation to other non-school educational resources is too long and too bureaucratized. There is need for some sort of museum program coordinator within the schools to facilitate the need for lead time. Some museums have found the funds to put a person on their own staff just for this purpose.

Apathy, mentioned by one participant in the report, subsumes the remaining items others contributed. There is a major problem finding energetic, imaginative staff within schools and museums who have the will and the committment to better educational relationships within the community in general. The problem encountered by museums and schools is seen as part of a larger basic issue. Museums and schools are not the only institutions who do not cooperate in achieveing common objectives.

Questions to be Resolved

How much of the Department of Education budget in museums goes to curriculum programs relative to the other programs? Is it cost-effective in terms of people reached and quality achieved? How much money could a school district save by using the expertise of museum staff educators in generating curricular designs and

materials? How successful have the curriculum projects outlined in this report been? How is the success measured? Are there general criteria of judgment regarding museum education curriculum projects, or are criteria too specific to each museum and collection? How are grades given to the students who were in the classes using museum experiences? Is the process similar enough in each instance to warrant comparison in the first instance? At whose initiative were the curriculum projects begun? Do schools tend to come to museums before museums go to schools? As a corollary, when do schools come to museums for assistance--only when nothing else has worked? Does "success" from a school point of view include "success" from a museum point of view, and vice versa?

When speaking of training and methods programs for museum and school educators, what elements are common and can be taught cooperatively? Are there examples of coordinating bodies that bring together schools and museums or cultural resources for purposes of discussion and planning?

When materials are generated by museums for schools, what sort of evaluative techniques are used? What evaluative techniques are appropriate? Does the process of material generation necessarily imply curriculum design methods?

Appendix I. Contributors to this Report.
[Not meant to be an exhaustive list of all curriculum development projects in progress any place.]

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Appendix I. Continued.

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Appendix II. Curriculum Development Projects

Projects submitted by the several persons named in Appendix I are arranged in order of grade levels in five broad categories:

K-12: Kindergarten to 12th grade.
K-3: Kindergarten to 3rd grade (primary level).
4-6: 4th to 6th grades (intermediate level).
7-9: Junior High School grades.
10-12: Senior High School grades.

Within the categories projects are in order of the abbreviations of the institutions or organizations listed in Appendix I. No judgment is made of the projects except insofar as it is in the report from the person listed in Appendix I. More information about any one project can be obtained from the submitting person.

Not included are teacher training courses accredited on the collegiate and graduate levels. However, several museums have done such and have accredited programs on a continuous basis. These are, listed by their abbreviations: CAA/M, CER/SL, CGFA, CMA, IMA, MIA, MPM, OSV, SLAM, SLMSNH.

Each project is summarized in the following manner:
Name of the Project
Specific age of audience school involved,
Curriculum area specified,
Funding source,
Comments, including name of school contact person if given.

K - 12: General projects, often of a resource and process purpose.

CER Bicentennial: Parkway School District Project
K-12.
American Studies.
Funded by the museums on the Cultural Educators Roundtable and the Parkway School District.
Comments: Fourteen museums and library districts represented working with assigned individuals from each school in the Parkway District in suburban St. Louis. When the school contact person left the district for a new position the project degenerated to individual school events.
Dr. Robert Crowe, Assistant Superintendent
Parkway School District, 455 North Woods Mill Rd.
Chesterfield, Missouri 63017

K-12 continued.

CER/SL Museums and Curriculum Conference, November 20, 1976
K-12 teachers, consultants, administrators.
Curriculum Development
Funded by the museums on the Roundtable, The Missouri Arts Council and registration fee.
Comments: Purpose is to coordinate use of museum resources by educators in the state of Missouri in terms of what is useful to the curriculum.
Dr. Harold Turner, Executive Secretary
Missouri Association of Supervision and Curriculum Development
c/o University of Missouri-St. Louis
8001 Natural Bridge Road, St. Louis, MO. 63121
and James Reed, President, Missouri Museums Associates, c/o Missouri Botanical Garden
2315 Tower Grove Avenue, St. Louis. 63110.

CGFA The Resource Center
K-12
Curriculum Design
Funded by CGFA, Borden Foundation and The Ohio Arts Council.
Comments: A means of generating materials for school use according to curriculum needs. Patterned on the Teachers Resource Center at the St. Louis Art Museum. Consultant from Ohio State University: Dr. Jeanne Orr, 211 Arps, 1945 N. High Street, Ohio State University, Columbus, Ohio 43210.

FM Discovery Units
K-12
Social Studies
Funded by Chicago Board of Education and the Field Museum.
Comments: Developed for use within the curriculum of the schools, with emphasis on the reading program.

FM Harris Loan Units
K-12
Science and History
Funded by FM and teachers voluntary time.
Comments: Analysis of standing loan of museum objects to the schools by teachers for curriculum usefulness
A multi-year project continuing to see to constant improvement of the loan cases and display objects.

IMA Indiana State Plan for Arts in General Education
K-12
Curriculum Design
Funded by Indiana Department of Public Instruction, National Alliance for Art Education.
Comments: Develop state plan for future interagency curriculum programs in the arts on the state level.

K-12 continued.

IMA Indiana Arts Resources Guide
K-12
Fine Arts
Funded by Arts in Education Center, Alliance for Arts Education, Art Education Association of Indiana, Indiana Arts Commission, Indiana Department of Public Instruction, Indiana Music Educators Association.
Comments: Inter-agency cooperative project in which IMA participated with other Fine Arts groups throughout the state.

MIA Curriculum Program Development
K-12
General curriculum design.
Funding: MIA and Edina Public Schools.
Comments: General curriculum input relationship between MIA Edina schools, a Minneapolis suburb, to develop materials and programs. Funding is fading now, especially from the schools. Grant has been applied for from National Endowment on the Humanities.

MPM General education orientation stated in a letter. Numerous programs developed between schools and MPM but no specifics given. Special mention made of accredited workshops for teachers.

OSV Old Sturbridge Village
K-12
Curriculum Design for American History and Literature.
Funding from Title III and 12 school districts.
Comments: The entire village is an educational program in an organized curriculum sense. The only museum of its type in the country and the only curriculum development site of its kind in the country. Principal evaluator is Dr. Ambrose Clegg of Kent State University.

SLAM Teachers Resource Center
K-12
Curriculum Design
Funded by SLAM, Missouri Arts Council, St. Louis Arts and Education Council, Harry S. Freund Foundation.
Comments: Designed to meet needs discovered in two JDR III projects funded in St. Louis before 1970. An active program of materials design to meet general and specific uses in local school districts. Funds from Missouri Arts Council for the purpose of distribution throughout the state, including slides and videocassettes. Evaluation of use frequencies, distributions and impact. Preferred use profile is still an open question.

K - 3: Projects related to the Primary Grades.

CER/SL History of St. Louis
3 grade
Curriculum design model
Funding, CER museums, SLAM, Hazelwood District.
Comments: First step in design of total curriculum package for the district using all the museums in St. Louis. Teachers and Instructional Materials Specialist at one school select materials and resources from all the museums in one area to illustrate the process of developing other areas, in preparation for Title IV, Part C grant. James Moore, Social Studies Curriculum Specialist, Hazelwood School District, 15955 New Halls Ferry Road, Florissant, Missouri 63031.

SLAM Gifted Kindergarten Program
K
General
Comments: Developed by the teacher and the Children's Program Coordinator. Uses material from the Resource Center, drawing materials and galleries at the Museum. Multiple visit program with assignments for school and home work. Rubin Piper, Children's Program Coordinator, SLAM. Marie Bailey, Maplewood Richmond Heights School District, 7539 Manchester Avenue. St. Louis, Missouri 63143

SLAM Special tour programs for K-3
K-3
General curriculum
Funded by schools and SLAM
Comments: Children's Program Coordinator designs tour, classroom and homework program with teachers, visiting schools to work with classes in preparation for visit. Followup activities done in school and home. Program on demand.

4 - 6: Projects related to the Intermediate Grades.

BMAEC Art Mobile Exhibits
Elementary level visual arts
Fine Arts Curriculum, Humanities.
Funded by Birmingham Board of Education
Comments: seven curriculum study areas: American Indian, Primitive Art, Metal Work, Oriental Art, Middle Ages, Architecture, American Art. Exhibits design in collaboration with teachers to meet specific needs in the seven areas, including usefulness to social studies and other curricula.

4-6 continued.

BMAEC Slide lectures
Elementary level
Visual Arts
Funded by Title I, BMA, Junior League.
Comments: The lectures coincide with elementary curriculum on a programmed basis scheduled during the school year as determined by the schools. Teachers can give these lectures without a lecturer coming from the museum, but most often a lecturer (volunteer) comes from the museum with the slides.

CAM Tour program
5-6 grades
Social Studies
Funded by Cincinnati Board of Education, Junior League, CAM.
Comments: Program integrating art museum's collection into the social studies curriculum. Phased out after fifteen years in favor of aesthetic education tours. School has input into tour design.

CGFA Arts IMPACT
Upper elementary (with expansion into junior high anticipated)
Fine Arts
Funded by Columbus Public Schools and CGFA
Comments: 12 schools now involved in Columbus. Teacher training and in-service planning included as the collection is integrated into the curriculum.

CMA East Cleveland Project
4-6 grades
Extended Enriched School Year (EESY)
Funded by federal funds and East Cleveland Board of Education
Comments: Eleven Month School, with each class visiting the museum for two weeks of five consecutive half days. Information available from the East Cleveland Superintendent's office.

FM Chinese Culture
Elementary
Humanities
Funded by Hyde Park Teacher Center, FM
Comments: Meant to relate elementary kids to the oriental collection of the museum within the framework of the curriculum. Developed by Ann Goudvis and Sharon Counts, Ancona Montessori School, 4770 S. Dorchester, Chicago.

IMA Gifted Program
6 grade
Social Studies, Western Civilization
Funded by Junior League, Indianapolis Public Schools, IMA
Comments: Integration of museum with courses taught by teachers. Included workshops, tours, materials and projects. Ms. Jan Battenburg, Gifted Consultant, Indianapolis Public Schools, 120 E. Walnut, Indianapolis, Indiana 46204

4-6 continued.

NSMP Outdoor Education
6 grade
Natural History
Funded by fee from kids and District 66 school system
Comments: about 650 kids each year as part of the instructional courses, two days and one night along the Platte River 50 miles from Lincoln. Robert Telich, Coordinator, District 66 School System. Lincoln, Nebraska.

NSMP ASERT
4-6 grade
Gifted program in community services by television.
Funded by Title III and Lincoln Public Schools
Comments: NSMP only part of the television programs. Other local institutions also involved in the gifted program to make videotapes for the gifted.

NOMA Pilot program for Museum Experiences: Africa
4 grade
Art and Humanities
Funded by NOMA, Orleans Parish Public Schools
Comments: Visual literacy and awareness in students and teachers the main goal, to see if it can work in one curriculum area before doing others.
Ms. Shirly Trusty, Supervisor of Cultural Resources Orleans Parish Public Schools, New Orleans.

SLAM Ancient World
6 grade
Social Studies and Humanities
Funded by Maplewood-Richmond Heights School District, SLAM
Comments: Teacher designed series of visits to the museum to use the ancient galleries without guides and using resource center materials. Sixth graders come to the museum each week for four weeks for entire afternoon sessions. Assignmentgs given and completed in the museum. Marie Bailey, M-RH School District, 7539 Manchester, St. Louis 63143
Ended when Mrs. Bailey moved to the K level.

SMFA Man and His Environment, 1848
6 grade
Social Studies Interdisciplinary: Science and Art
Funded by SMFA, Springfield Public Schools and Museum of Science.
Comments: Focus on 1848 as a pre-industrial year and the relation between man and his environment before the massive advent of technology and machines as seen in science and art. Looking for funds to continue what is a very successful project.
Mary Stachowicz, Principal. Warner School. Springfield, Massachusetts.

7 - 9 Grades: Junior High School

CGFA SACE
Junior High Students
Art Education
Funded by CGFA, Columbus Public Schools, Ohio Arts Council
Comments: Pilot project for which funding ended in 1972. ½ day, 4 days a week, students released to go to the museum. John Ellis, Superintendent. Columbus Public Schools, 270 E. State Street. Columbus 43215

CAA/M Man-made Environment: Problem solving learning package
7-9 grades
Social Studies
Funded by schools purchasing the packages including guide, posters and reproducable materials.
Comments: Jury evaluation thought package and results excellent.

NSMP Planetarium Effectiveness Program
8 grade
Earth Sciences
Funded by University of Nebraska, NSMP, Lincoln Public Schools
Comments: To test the effectiveness of pre- and post-visit materials in visiting a planetarium. Found that the visit was quite useful to the curriculum but that the pre- and post-visit materials not useful or significant to the effectiveness of the visit. Completed in 1967 for Lincoln Public Schools from whom evaluation can be obtained.

NSMP Astronomy Program
8 grade
Earth Sciences
Funded by Lincoln Public Schools and NSMP
Comments: The astronomy section of the earth sciences curriculum for all 8 graders taught in part at NSMP. Featured 30 minute program on the solar system. Ceased when earh scienc replaced by health education.

NSMP Health Education
8 grade
Science curriculum health unit
Funded by Lincol Public Schools and NSMP
Comments: Replaced earth science for 8 graders. Emphasis on nutrition, anatomy, birth and growth as seen in two health galleries at NSMP. Special programs in the museum designed as part of the curriculum. Dale Rothe, Lincoln Public Schools. Lincoln, Neb.

7-9 continued

PMA One World
Junior High School
Social Studies
Funded by Title I, Philadelphia Public Schools and World Affairs Council of Philadelpia.
Comments: Museum asked to develop program by World Affairs Council. Purpose is to encourage affective tolerance in students for foreign cultures as seen in their art. Single visit program to achieve stated purpose as tested in response to questions about differences and similarities among cultures studied. Visit lasts from 10:00 - 1:30.

SLAM Creative Writing
Junior High School
English Literature
Funded by Lindbergh School District and SLAM
Comments: No field trip possible to the museum. Purpose is to convey central literature ideas to young people with little experience beyond the literal meaning of words. Use of mythological and iconographic works of art to illustrate "concrete" representations of abstractions. Connie Smith, Lindbergh School District, 4900 S. Lindbergh Blvd, St. Louis, Missouri 63126. Materials furnished by resource center.

SLAM Science at the Art Museum
8 grade
Chemistry
Funded by Principia Middle School, SLAM
Comments: Visit to the museum by class which had several page page chemical identification work sheets on museum objects to complete. Preparation in school using museum resources and materials photographed by teacher using museum material and hardware. Students to comment on chemical and aesthetic nature of the use of technical skills to create art objects. Mary Berhorst, Principia Middle School, 13201 Clayton Rd, St. Louis, MO. 63131

10 - 12 Grades: Senior High School

BMAEC Gifted Program
Senior High Gifted
Funded by Title I and BMA
Comments: 70-100 hours in the museum of work and research for 6 credit weeks on transcript.

10-12 grades continued.

CGFA American Studies Pilot
11 grade
English, History and Humanities
Funded by Columbus Public Schools and CGFA
Comments: Museum and school planned program during the summer. Teacher training and planning groups involved in integrating the American collection into the American Studies program of the schools. James Sims, Supervisor of English, Columbus Public Schools, 270 E. State Street. Columbus, Ohio 43215

CMA Advance Placement Art History
Senior High School
Art History
Funded by CMA, student fees for course and test from Princeton Testing Service.
Comments: Museum staff do the program for credit for student work. Schools purchase library books, texts and other materials suggested by museum staff. Credit given within the school structure.

IMA Enrichment for Foreign Languages
Senior High School
Foreign Languages, Language Arts
Funded by IMA, Indiana Department of Public Instruction, Indiana Arts Council.
Comments: To explore approaches in aesthetic and language skills teaching. Develop materials to implement various approaches while training teachers to use the materials in foreign language classes. Walter Bartz, Foreign Language Consultant, Dept. of Public Instruction, 120 West Market Street, 10th Floor, Indianapolis, Indiana 46204.

MIA Heritage of Modern Art
Senior High School
Humanities
Funded by National Endowment for the Humanities
Comments: Class meets daily in the museum. Two instructors from the University of Minnesota. Museum staff works with course staff to complete projects. Seymour Yesner, Humanities Consultant, Minneapolis Public Schools, 807 N.E. Broadway. Minneapolis, Minnesota 55413

MIA Visions of the City
Senior High
Humanities
Funding from the National Endowment for the Humanities.
Comments: Two teachers from the schools assigned to the museum working with museum staff. Class meets at the museum to investigate the relationship between cities and culture in the present and potential for the future. Seymour Yesner, Humanities Consultant (address above).

10-12 grades continued.

NSMP Natural History Museum as a place to Work
Senior High School
Career Education
Funded by Title III, Lincoln Public Schools
Comments: Museum operation, organization, job classifications and life style of museum people, minority involvements. Tape and slide presentations developed. Behind the scenes work for kids. Mrs. Mike Holmes, Lincoln Public Schools.

NSMP Biology Program
10 grade
Biology
Funded by NSMP and Lincoln Public Schools
Comments: Multi-visit program, headed by specially trained docent just for the program. Meant to establish the usefulness of the museum visit to the biology class tasks. Resulted in Ph. D. for Lincoln Public School Coordinator. Dr. Marian Gilbert, Lincoln Public Schools.

SLAM The Museum and Economics
11 grade
Economics, Macro
Funded by Normandy School District, SLAM and the kids.
Comments: Multivisit program, designed by economics teacher to study the museum from the point of view of macro-economics for the field work of the class. Class divided into six groups to interview director and business manager, registrar, curator, librarian and conservator. Entire class came to Education Department several times to work and do research. James C. Owen, Normandy Senior High School, 6701 St. Charles Rock Road, St. Louis, Missouri 63133

SLAM High School Seminar
10-12 grades, although space limits it often to 12 grade only.
Art and Art History
Funded by SLAM
Comments: 9-18 week course, on Saturdays, taught by museum staff. Includes presentationsffrom all department heads, curators, director and managers in the museum discussing the collection and the museum. Accredited for $\frac{1}{4}$ or $\frac{1}{2}$ unit credit at all school districts who recommend students. Alexandra Bellos Lecturer, Department of Education, The St. Louis Art Museum. St. Louis, MO 63110. Plans include, once more space is available, to seek Advanced Placement status for the course with Princeton Testing Service. Timetable aims for 1978.

10-12 grades continued.

SLAM Curriculum Design
9-12 grades
Visual and Performing Arts High School, Magnet District
Funded by Title VII, St. Louis Board of Education, SLAM
Comments: Magnet School District of the City of St. Louis established both to enrich curriculum and integrate more successfully than bussing the students. SLAM is furnishing eight services into the curriculum of the school: accredited teacher training, classroom materials, classroom services at the museum, camera and sound facilities at the museum, mutual use of video facilities for video art, student performances at the museum, work-study program for students, and shared visiting artists both at the museum and the school. Wallace S. Wilde, Principal, Visual and Performing Arts High School, 5101 McRee, St. Louis, Missouri 63110

SLAM Project Stay
12 grade
Career Education
Funded by Department of Labor and SLAM
Comments: Students work at the museum in the afternoons doing both school and career tasks receiving credit at the high school. The first 15 weeks the Department of Labor grant pays salary, the second 15 weeks the museum pays salary. Approximately 16-20 hours per week are usual with students working both in the Department of Education and the Library. Mrs. Maddie Macklin, Soldan High School, Project Stay Coordinator, 918 N. Union, St. Louis, MO 63108 Program ended when Dept. of Labor funds ceased.

SLMSNH Advanced Placement Science Education
10-12 grades
Science and Career Education
Funded for the first 13 years by the National Science Foundation. Now the program is totally funded by SLMSNH.
Comments: Equipment, supplies, space and staff furnished by the museum. Students work after school and on weekends to complete projects and required research for credit. Numerous districts around St. Louis take part. Students furnish their own transportation, especially for fairs and demonstrations. Ed Ortleb. Science Consultant, St. Louis School District, Science Office, 5101 McRee, St. Louis, Missouri 63110.